

## THE USE OF THE INDUCTIVE TEACHING APPROACH WITH VIDEOED TEACHING MODELS TO IMPROVE STUDENTS' UNDERSTANDING ON LANGUAGE AND LANGUAGE LEARNING CONCEPTS

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**Abstract:** One of the competencies that has to be achieved by students of the English Department of the Faculty of Education and Teacher Training, University of Sebelas Maret is to understand principles or theories on language and language learning. In particular, they have to be able to state language and language learning concepts and their teaching implementation. Based on his classroom observation as a lecturer of TEFL course, he found out that in general students find it difficult to achieve this competence. This could be understood since they do not have any teaching experience yet. The lecturer's teaching experience has shown that his current deductive teaching approach is not maximally effective. This low degree of effectiveness is assumed to be due to the nature of language and language learning concepts; they are abstract in nature and need real examples of teaching implementation for the students to gain more understanding. Using classroom observation, interview and document analysis in collecting the data, a classroom action research was carried out. It started in February 2014 and will end in February 2015 covering the fourth and fifth semesters. The objects of the study were the students of Class A who were taking TEFL Course I and II. This article reports the result of the study in the fourth semester. The study proves that inductive teaching approach using videoed teaching models of EFL help students gain better understanding on language and language learning concepts. The better understanding was caused by better students' participation in the group and class discussion. The group and class discussion are aimed at completing a task answering some prepared questions before and after watching videoed teaching models. The teaching models were obtained from internet, DVD, and the lecturer's videoed teaching demonstration.

### Introduction

The goal of TEFL Course in Indonesian Teacher training Faculty is to provide students to be teachers with the competence to carry out communicative English language teaching process. To achieve the teaching goal, the lecturer has to lead his or her students to possessing a number of competencies and one of the competencies is full understanding of teaching and learning concepts on language and language learning and their teaching implementation.

Theoretical concepts underlying the teaching of English as a foreign language (TEFL) are abstract in nature. Based on his teaching experience, the writer is of the strong opinion that his students, most of whom are high school graduates, has encountered two main problems. They have not fully understood teaching and learning concepts on language and language learning. For example, from the classroom observation and the result of final term tests, the students could mention the idea that language is a means of instruction but when they are asked to explain the implementation of the concept in the teaching context they could not do it satisfactorily. In addition to the problem, the interaction between the students and the teacher was not yet intensive. One indicator was that a very small number of students asked questions or gave comments in spite of the writer or the teacher's encouraging statements such as "Do you have any questions? Any question is okay. Give me a silly question" As an attempt to create more encouragement, the writer kept on saying jokingly "I'm not going to kill you if you have to give me a silly question"

It is strongly believed by the writer as the lecturer that the problems are closely related to the teaching approach that he had employed. The teaching was dominated by the deductive teaching approach. The domination of the deductive teaching was due to the fact that materials for analysis and discussion by students in the form of videoed teaching models were not yet fully available. This approach did not yield full understanding of TEFL concepts on the part of students. Not long before the research was conducted, the teacher managed to develop teaching materials that were suitable for inductive teaching approach in the form of videoed teaching models of English as a foreign language. These videos can be used to show the students how certain language and language concepts are implemented in classroom teaching situations. Because of that, the teacher started to think of conducting a classroom action research to solve the teaching problems.

An inductive teaching approach using videoed teaching models was considered to be appropriate in encouraging students to be more intensively involved in teacher-students classroom interaction and hopefully help students understand concepts related to language and language learning. The following is the rationale behind the choice.

## The Rationale

Inductive Approach (IA) in this study is defined as a teaching approach which moves from specific to general things ((Stevens 1983: pp 1-2). The IA is intended for the students to understand more easily concepts of teaching English as foreign language (TEFL). Embedded in this approach is task-based teaching method. Therefore, the second intention of applying the IA is to facilitate more chances for the students to interact in academic English with their classmates and lecturer.

Task is defined as a class assignment that has to be completed by students (Nunan, 1989). To complete the task, the students have to use their language resources for communication. Task in this study is analyzing a video or demonstrated teaching model applying a number of certain language and language learning theories. The analysis is done in group and the result of the analysis is reported in the class discussion.

In order that the task is able to create effective interaction, it is developed to contain the following characteristics (Richards, 2000, pp 27, Widdowson, 1990, Nunan, 1989):

1. Something the students have to use their language competence to complete.
2. Having an outcome.
3. Based on meaning.
4. Encouraging interaction.
5. Containing problem-solving

The IA in this study is employing videos of teaching models implementing concepts on language and a foreign language learning. These teaching models provide information or real facts which will be analyzed in group and class discussion. The outcome of the discussion is generalized concepts. The lecturer's job is to lead the discussion to focusing on finding language and language learning concepts.

In that kind of active students learning, the students are expected to be more motivated since they are better helped to understand concepts which are abstract in nature. Students' motivation to communicate using English will also be developed because the students see a real reason to communicate. This meets one of the main requirements of meaningful communication: having a real reason to communicate. Widdowson as quoted by Canale and Swan (1983) maintains that communication has some characteristics:

1. It is a social interaction;
2. It has goal or a reason
3. It involves use of authentic language,
4. It has an outcome and success is determined by the achievement of the goal.

Developing learning motivation is the main concern of the IA used in this study. A student may feel bored and performed badly as a consequence of low motivation. Developing learning motivation is part of a teacher's main jobs. Jeremy Harmer (1991) mentions some sources of motivation and two of them are the teacher and his teaching methodology. Meaningful and enjoyable learning process used by a teacher has the potential to encourage students' learning motivation. Similarly teaching materials that meet students' needs may encourage students' motivation since they see a real benefit in learning.

## Findings and Discussion

This study is a classroom action research planned to be done in two semesters. The objects of the study are the Class A students taking TEFL Course I and II. They were 35 students all together. The instruments used to collect the data were classroom observation and interview. In addition document analysis on students written comments after the course was used,

The study started with the question whether the students liked being a teacher. Ten students said that they did not like being a teacher of English. Two reasons were mentioned. One of them is that they did not like it because they were feeling they were not capable. They thought that being a teacher was hard and needed special talent. They thought they were not talented. Another reason was that being a teacher was simply not part of their dreams. They wanted to be something else even though everybody was of the opinion that Indonesian teachers are better paid nowadays.

In the pre-observation, it was found out, as expected, that the understanding of the students of the basic concepts on language and language learning was very low. This was understandable because almost most of the students did not have any teaching experience or take any course related to teaching of EFL. For example, generally speaking, they had the idea that language is a means of communication and understood there are two kinds of language: spoken and written. However, they did not have any idea how the concept of language as a means of communication is implemented in teaching practice. This condition was changed relatively a little after one semester of the action research. However, the students' attitude toward teaching English a foreign language was improved. More students were curious about how to teach EFL well. This change was due to the improvement of the students' participation in the group and class discussion

The participation of the students in the class improved in a certain degree in the sense that they talked more and asked more questions. They were trying to answer questions that were provided after watching a video in the group and class discussion. However, the talk was dominated by certain students. From the interview of some students who talked less, it was found out that one reason they did not talk much was that some of the questions were very demanding. It took them some time to be able to answer the questions correctly. From the observation it was found out that they still found it difficult to answer questions on the implementation of language and language learning theories in teaching practices. Another reason was that the task was not equally distributed to the members of the discussion group so that some students in the discussion did not have strong desire to talk or express ideas. In other words the force to talk was not equally strong enough for every member. A strong force to talk or express ideas is needed since it will make students give more intellectual effort. Another type of task should be developed that would give every student a kind of obligation to express ideas, and this will be part of the next cycle carried out in the TEFL II course.

It was found out from the interview with some students that the students's willingness to participate in the group and class discussion was probably driven by the awareness of the students that they were going to talk about a teaching practice in an enjoyable way. This had created a less psychologically threatening classroom atmosphere. From the interview of some students it was found out that they enjoyed the discussion even though they did not talk much. It seems their being silent does not necessarily mean that they did not understand the content of the discussion. From the written comments after the course it was found out that the students wanted the same teaching approach to be implemented in the TEFL Course II.

### Conclusion and Suggestion

The inductive teaching approach using video teaching models of EFL proves to be effective in helping students better understand concepts related to language and language learning. When being integrated with task-based teaching, this approach at the same time improves students' motivation to express ideas and this will help them understand concepts more easily. However, tasks should be designed in such a way that every student has relatively equal chance to express ideas so that the students will understand much better language and language learning concepts. This is an operational hypothesis that has to be proved in the next cycle when the students are doing the TEFL Course II.

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